Tests
D-2
English 30
Aug. 1969 (B)
c. 2

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CANDIDATE'S NUMBER

HIGH SCHOOL AND UNIVERSITY MATRICULATION

EXAMINATIONS BOARD

DEPARTMENTAL EXAMINATIONS, 1969

AUGUST

ENGLISH 30
PART B

Total Pt. B

(For the use of Sub-examiners only)

Number of essays to be written — 2

Value: Section I — GENERAL — 85 marks
Section II — LITERARY — 85 marks

Time — 2 hours.

NOTE— Space is provided for rough work and the finished essays (including the titles). Both rough work and the finished essays must be done in this booklet.

Rough work may be done in pencil BUT the finished essays must be written in blue or black ink (pen or ballpoint).

DO NOT FOLD THIS BOOKLET.

Do not write your name on this booklet.

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Total Pt. A
Total Pt. B
TOTAL
Final Score

(For the use of the Department only

LB
3054
C2
D419
1969a
eng.30
pt.B

CURR HIST

ESSAY WRITING

You are required to write TWO essays. ONE of these MUST be from SECTION I — GENERAL and the OTHER from Section II — LITERARY.

Try to divide the time evenly between the two essays. Failure to write the second essay will result in a loss of 50% of the total mark on this paper.

You are expected to express your thoughts clearly and effectively following the conventions of standard written English as outlined in the scoring explanations on pages 3, 4, 13 and 14.

DO NOT DETACH THESE PAGES.

Both essays are to be of reasonable length. Remember, however, that how WELL you write is much more important than how much you write.

Read the directions of each assignment very carefully before you begin.

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SCORING SHEET

ENGLISH 30 ESSAY

(For the use of Sub-examiners only)

ADDITIONS

	Maximum	Student's Score
Basic Mark	35	35
1. Appearance	0 – 10	
2. Purpose	0 – 10	
3. Ideas and Materials	0 – 10	
4. Development of Ideas	0 – 10	
5. Craft of Words	0 – 10	
Total	85	
Deficiency Penalty		
Net Score (additions)		
Deductions (see below)		

Final Score .....

When using the above ADDITIONS scale use the following chart as a score guide when determining the student's score for EACH of the five evaluation areas.

Below Average	Average	Above Average
(0) 1, 2, 3 (0 if no attempt is made to write an essay)	4, 5, 6	7, 8, 9, (10)

DEDUCTIONS

	Deduction for each error	Maximum	Total Deductions
1. Punctuation	1 1 1	3	
2. Word Usage	1 1 1 1 1 1 1 1	8	
3. Grammar	1 1 1 1 1 1	6	
4. Sentence Errors	2 2 2 2 2	10	
5. Spelling	1 1 1 1 1 1 1 1	8	
To be deducted from student's score (see ADDITIONS above)		35	

[OVER]

ENGLISH 30 ESSAY

Guide Lines for Scoring Sheet (Additions) — Evaluation of the Essay

1. Appearance
- — legibility
- — format

2. Writer's Purpose
- — suitability of title
- — purpose clearly stated or implied
- — specific audience stated or implied
- — significance to audience

3. Ideas and Material
- — relevance to theme
- — originality
- — accuracy and precision
- — convincing

4. Development of Ideas
- — organization (total)
  - — unity
  - — coherence
  - — logical sequence
  - — effective introduction and conclusion

- — expository technique
  - — exposition
  - — examples and illustrations
  - — cause and effect
  - — figures of speech
  - — description
  - — narration
  - — analogy
  - — comparison and contrast
  - — induction and deduction
  - — reason
  - — definition
  - — process
  - — anecdote

5. Craft of Words
- — exactness of word choice
- — clarity of word patterns
- — total impression
- — denotative and connotative words
- — varied sentence structure
  - — functional
  - — rhetorical
  - — grammatical
- — vigor and emphasis
- — persuasiveness
- — honest and worthwhile attempt

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ESSAY TOPICS

I. GENERAL — Choose one of the following quotations on which to base a central theme of your own (not necessarily in agreement) and develop it into an essay.

A. "Modern education too often covers the fingers with rings, and at the same time cuts the sinews at the wrists."

John Sterling (English poet, 1806 - 1844)

OR

B. "The aim of education should be to convert the mind into a living fountain, and not a reservoir. That which is filled by merely pumping in, will be emptied again by pumping out."

John M. Mason (American theologian, 1770 - 1829)

OR

C. "It is by education I learn to do by choice, what other men do by constraint of fear."

Aristotle (Greek philosopher, 384 - 322 B.C.)

OR

D. "It ought to be the aim of education to produce open-mindedness and a willingness to listen to arguments without growing angry because they [arguments] tend to conclusions that we dislike."

Bertrand Russell (English philosopher, 1872 -)

SPACE FOR THIS ESSAY IS PROVIDED on pages 6 - 11, INCLUSIVE.

FOR ROUGH WORK (Including PLANNING AND ORGANIZATION)

(No marks given for work in this space)

(Additional space for Rough Work on pages 8 and 10)

Space Reserved for Sub-Examiners

FOR FINISHED WORK — ESSAY NUMBER ONE

Assignment chosen: (State whether you are writing on assignment A, B, or C) _____

Title of your essay: _____

(Additional space for Finished Work on pages 9 and 11)

FOR ROUGH WORK

(No marks given for work in this space)

(Additional space for Rough Work on page 10)

Space Reserved for Sub-Examiners

FOR FINISHED WORK

(Additional space for Finished Work on page 11)

FOR ROUGH WORK

(No marks given for work in this space)

Space Reserved for Sub-Examiners

FOR FINISHED WORK

[OVER]

NOW GO ON ESSAY TWO — pages 15 - 21, INCLUSIVE.

SCORING SHEET

ENGLISH 30 ESSAY

(For the use of Sub-examiners only)

ADDITIONS

	Maximum	Student's Score
Basic Mark	35	35
1. Appearance	0 – 10	
2. Purpose	0 – 10	
3. Ideas and Materials	0 – 10	
4. Development of Ideas	0 – 10	
5. Craft of Words	0 – 10	
Total	85	
Deficiency Penalty		
Net Score (additions)		
Deductions (see below)		

Final Score .....

When using the above ADDITIONS scale use the following chart as a score guide when determining the student's score for EACH of the five evaluation areas.

Below Average	Average	Above Average
(0) 1, 2, 3 (0 if no attempt is made to write an essay)	4, 5, 6	7, 8, 9, (10)

DEDUCTIONS

	Deduction for each error								Maximum	Total Deductions
1. Punctuation						1	1	1	3	
2. Word Usage	1	1	1	1	1	1	1	1	8	
3. Grammar			1	1	1	1	1	1	6	
4. Sentence Errors				2	2	2	2	2	10	
5. Spelling	1	1	1	1	1	1	1	1	8	
To be deducted from student's score (see ADDITIONS above)									35	

[OVER]

ENGLISH 30 ESSAY

Guide Lines for Scoring Sheet (Additions) — Evaluation of the Essay

1. Appearance
- — legibility
- — format

2. Writer's Purpose
- — suitability of title
- — purpose clearly stated or implied
- — specific audience stated or implied
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  - — rhetorical
  - — grammatical
- — vigor and emphasis
- — persuasiveness
- — honest and worthwhile attempt

II. LITERARY — Select either A or B.

A. From your reading, select two literary works, one from each of two different forms (essay, short story, novel, poetry and drama). Identify the two works chosen. Compare and/or contrast the techniques used by each author to achieve his purpose, analyzing strengths and weaknesses. Support your discussion by specific references.

OR

B. A depth study of a poet's works may reveal a fundamental philosophy of life. Select any poet whose works you have studied in depth and explain whether the philosophy revealed therein is pertinent to our time. Support your discussion by reference to his work.

SPACE FOR THIS ESSAY IS PROVIDED ON PAGES 16 - 21, INCLUSIVE.

FOR ROUGH WORK (Including PLANNING AND ORGANIZATION)

(No marks given for work in this space)

(Additional space for Rough Work on pages 18 and 20)

Space Reserved for Sub-Examiners

FOR FINISHED WORK — ESSAY NUMBER TWO

Assignment chosen: (State whether you are writing on assignment A or B) _____

Title of your essay: _____

(Additional space for Finished Work on pages 19 and 21)

FOR ROUGH WORK

(No marks given for work in this space)

(Additional space for Rough Work on page 20)

Space Reserved for Sub-Examiners

ESSAY — FINISHED WORK

(Additional space for Finished Work on page 21)

FOR ROUGH WORK

(No marks given for work in this space)

Space Reserved for Sub-Examiners

FOR FINISHED WORK

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